

Volume 36 Number 2

NOVEMBER 1953

Route to

School Life



◀ We Pledge Allegiance

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U. S. DEPARTMENT OF HEALTH,
EDUCATION, AND WELFARE
Office of Education

"Our Whole Citizenry Is Summoned ..."

FOR MANY YEARS Presidents of the United States have issued special statements in connection with annual observations of American Education Week.

President Eisenhower issued the following message for this year's observance, addressed "To the Patrons, Students, and Teachers of American Schools:

The celebration of American Education Week summons the thoughtful attention of every American citizen.

The youth of our Nation—who are the future of our Nation—are the hope and the test of freedom itself. In homes, farms, and factories—in the schools, senates, and churches of the next generation—the youth of today will tell by their deeds the fate of those values which, cherished by the free through centuries, have given life and dignity and purpose to our own America.

This—nothing less—is the measure of the task served by the teachers of our Nation today. Such a responsibility demands not only essential and elaborate material paraphernalia: buildings, endowments, salaries, laboratories. It demands, above all else, strength and perception of heart and of mind.

Our teachers are summoned to be patriots in the highest sense of the word: to teach the principles that bring freedom and justice to life; to make clear that enjoyment of liberties means acceptance of duties; and to impart the priceless knowledge that duty, in an age of peril, means sacrifice.

Our whole citizenry is summoned to help the teachers in their great work: not only to provide them with the resources they need, but also to guard with devoted vigilance the freedom of thought and discussion which inspire free men to teach all men how to be free."

Dwight D. Eisenhower

Special FFA Stamp

One hundred ten million of these special 25th anniversary Future Farmers of America stamps were placed on sale in Kansas City, Mo., October 13—the first day of the 1953 annual FFA convention.

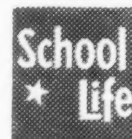
This Federal Government recognition of the nationwide organization of farm boys studying vocational agriculture in public high schools throughout the United States is also a tribute to the Vocational Division of the Office of Education which has sponsored the FFA since its inception a quarter century ago.

The stamps are now on sale in all post offices throughout the country.



U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Official Journal of



the Office of Education

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Number 2

Cover photograph: Tom Kelley, Washington Post staff photographer, took this photograph at the Whittier School in Washington, D. C. It was appropriate to this year's observance of American Education Week and the endeavor to have school children lead community groups in pledging allegiance to the flag of the United States.

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U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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THE OFFICE OF EDUCATION was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

SCHOOL LIFE is indexed in Reader's Guide to Periodical Literature, and in Education Index - - - - - (Single copy price of SCHOOL LIFE—15 cents)



Samuel Miller Brownell

New Commissioner of Education

DR. SAMUEL MILLER BROWNELL, Connecticut scholar, educator, and administrator, was sworn in as the thirteenth Commissioner of Education on November 16. He succeeds Dr. Lee M. Thurston of Michigan, who died on September 4 after serving for less than three months.

Appointed by President Eisenhower on October 14, Dr. Brownell holds a recess appointment subject to confirmation when the Senate reconvenes in January.

The Commissioner has had a distinguished career in American education. He comes to the Office of Education from New Haven, Connecticut, where he has been professor of educational administration in the Yale Graduate School of Education since 1933 and President of New Haven State Teachers College for the past six years.

A native of Peru, Nebraska, and a graduate of the University of Nebraska (B. A. 1921), the Commissioner holds an M. A. (1924) and a Ph. D (1926) from Yale University.

Dr. Brownell spent his early professional years as teacher and principal. For two years he was principal of the demonstration high school at Peru State Teachers College and for one year a member of the faculty of the New York State College for Teachers

at Albany, New York. Before going to Yale in 1938, Dr. Brownell was superintendent of schools in Grosse Pointe, Michigan, for a decade.

Commissioner Brownell has lectured on education at many institutions of higher education, including the University of Wisconsin, Cornell University, Harvard University, the University of Southern California, and the University of Michigan. His writings have appeared in leading educational journals.

His background and experience include active participation in educational affairs beyond the classroom. He has been on the staff of city school surveys in the New England States and in New Jersey and Nebraska. Dr. Brownell is a life member of the National Education Association and has been active in several of its departments and commissions including the Association for Higher Education, of which he was president in 1950-51.

Other educational organizations in which the Commissioner has membership are the American Educational Research Association, the American Association of School Administrators, the National Society of College Teachers of Education, the National Conference of Professors of Educational Administration, the Connecticut Education Association, and the Connecticut Super-

intendents Association. He has been chairman of the Accrediting Committee of the American Association of Colleges for Teacher Education and since July 1953 has been a member of the NEA Legislative Commission. Dr. Brownell is a member of Phi Beta Kappa and Phi Delta Kappa.

The Commissioner grew up in an educational atmosphere. When he was born at Peru, Nebraska, in 1900, his father, Herbert Brownell, was teaching physical science in the State Teachers College at Peru. The family moved to Lincoln when the elder Brownell became professor of science at the University of Nebraska. Samuel and his younger brother Herbert (now Attorney General of the United States) had a paper route and sold milk to help out with the family budget.

Dr. Brownell is deeply concerned with the problems of American education. Major problems facing schools and colleges are the acute shortage of teachers, the need for additional school buildings, the increasing cost of school programs, the rapidly increasing school population, and other conditions that demand attention throughout the country.

Concerning the relationship between the Federal Government and local school systems he feels that the Federal Government must not interfere in educational matters which rightly belong to local and State authorities. The American system of education, he holds, has been built upon two foundation stones—State and local control, with Federal assistance and support where the national interest requires.

With regard to criticisms of teachers and educational systems, Dr. Brownell believes that constructive criticism is healthy and should be encouraged. The schools and teachers should be prepared to face such questioning boldly, eager to prove that they are capable, intelligent, honorable, alive to the responsibilities of modern education.

In an article for the NEA Journal published in 1951, he summed it up this way:

"There needs to be unified concern also that no part of our educational system be weakened under the guise of efficiency, economy, patriotism, or any other banner. Those who weaken any part weaken the whole. Of course, justifiable and constructive criticism of conditions in schools and colleges is healthy and should be made.

"We in the profession are constantly calling attention to features needing improvement and change. But this is quite dif-

ferent from the subtle or open attacks upon individuals and groups of educators in attempts to discredit them and thus weaken public confidence and support of the schools or colleges involved."

Believing in the principle that public questions can best be thrashed out by those who understand them best, he is an ardent promoter of close working relationship between all segments of the teaching profession in elementary, secondary, and higher education. In an address to the American Association of Colleges for Teacher Education in 1951, Dr. Brownell said:

"* * * the kindergarten teacher, the elementary teacher, the high school teacher needs ever to be alert to spur the capable student to want to go on and to develop his abilities to the highest degree, and thus serve his own needs and those of society. The college professor and the graduate professor need equally to be alert to encourage students with the best minds to prepare for teaching in the elementary and secondary schools and in college. Only in this way can all parts of the education system be strong. To weaken any portion by failing to staff it with competent teachers is to weaken the potential effectiveness of every other portion. The problems which today face American education in general, and teachers in particular, need, therefore, to be considered and dealt with by the teaching profession as a unified group."

Soon after Dr. Brownell's appointment, and before he assumed his new duties officially, he came to Washington for a meeting with the Policy Council of the Office of Education. At this meeting he was briefed by the Acting Commissioner and the heads of the various divisions. His grasp and understanding of the Office and its operation made a deep impression on his future colleagues. Accompanying the newly designated Commissioner were his wife and two of his four children.

It has been 86 years since the first Commissioner of Education, Dr. Henry Barnard, was appointed. He, too, was from Yale University and Connecticut. From the presidency of St. John's College he came to Washington to take over the duties of the highest educational office in the nation.

The problems of American education today are very different from the problems Dr. Barnard faced in 1867. The nation has grown, the schools have grown, the needs have grown. So also have the resources and the opportunities. Dr. Brownell steps into a line of noble tradition as he takes up his new duties and faces the challenges that lie ahead.

Thirteen Commissioners of Education have directed the affairs of the Office of Education during the past 86 years

Henry Barnard, March 14, 1867, to March 15, 1870

John Eaton, March 16, 1870, to August 5, 1886

N. H. R. Dawson, August 6, 1886, to September 3, 1889

William T. Harris, September 12, 1889, to June 30, 1906

Elmer E. Brown, July 1, 1906, to June 30, 1911

Philander P. Claxton, July 8, 1911, to June 1, 1921

John James Tigert, June 2, 1921, to August 31, 1928

William John Cooper, February 11, 1929, to July 10, 1933

George F. Zook, July 11, 1933, to June 30, 1934

John W. Studebaker, October 23, 1934, to July 15, 1948

Earl James McGrath, March 18, 1949, to April 22, 1953

Lee M. Thurston, July 2, 1953, to September 4, 1953

Samuel Miller Brownell, November 16, 1953, to date

Children on Double Shifts— A State Studies the Problems

By Hazel F. Gabbard, Specialist for Extended School Services, Elementary Schools Section

AS SCHOOL DOORS opened in September 1953, more children came than were anticipated, classes were overcrowded in many schools, particularly in the primary grades, and there weren't enough teachers to go round. These problems are not new. They have been disturbing school administrators and boards of education for more than a decade now but no solution has been found to meet these problems. These conditions are disturbing because they add up to a substandard education for a vast number of American children who will, through no fault of theirs, be unable to perform their responsibilities as citizens and to participate effectively in the life of the Nation.

Although there is much written about the difficulties confronting schools in meeting these emergency conditions, created by mobility of population and rising birth rates, there is need for schools to take a long look ahead and round up the facts to get some action. Among the States taking steps to study the specific problems of crowding which seriously affect the learning of children and teacher retention, Virginia is completing a 3-year study which gives detailed facts on the Statewide picture.

During the past 3 years the Virginia State Department of Education has been collecting information to use in presenting the needs of elementary schools to the Legislature. The study, begun in 1951, has brought together comparative data each year on the pupil-teacher ratio, double or two-shift situations, and certification of teachers. Although the findings are not yet in for 1953-54, the data for the past 2 years reveal the urgency of relieving the crowded conditions, and indicate where the impacted and overcrowded schools are located.

A preliminary report in 1951 to the Legislative Commission on a Foundation Education Program for Virginia states:

"The major impediments to the most effective teaching of the fundamental tool subjects are: (a) lack of a sufficient number of adequately trained primary and elementary teachers, and (b) too heavy teacher loads." In reference to the two-shift situation, the report points out that, "This condition prevails in 44 school divisions and is not conducive to adequate teaching."

Emergency Teachers

Among the critical problems which the reports from superintendents revealed are the large number of elementary classes staffed with teachers holding emergency licenses and local permits. There were 2,957 teachers or 21.3 percent in 1951-52 who had not met the State's requirement as fully qualified elementary teachers. During 1952-53 the number of teachers increased to 3,462 or 24.1 percent with substandard preparation for the 14,356 elementary classrooms of Virginia's schools. In 10 counties and 2 cities, over 60 percent of the elementary teachers held only emergency licenses and local permits or collegiate certificates. The Statewide activity of the Citizens Committees on Teacher Recruitment is now being directed toward solving these problems.

Pupil-Teacher Ratio

Another trouble spot appeared in the high pupil-teacher ratio in many elementary schools. Comparisons of the 1952-53 figures, with the previous year showed that generally schools had as many classes of 40 pupils or more as they had had the previous year. In 15 counties and 4 cities there were 59 teachers instructing classes of more than 60 pupils; there were 231 teachers with classes from 51 to 60 pupils and 1,515 teach-

ers with classes of 40-50 pupils. There is doubt that teachers will be attracted to stay in the profession when faced with the task of "keeping school" rather than "teaching" under these conditions.

In 1952-53 Virginia had 242 schools on double or 2-shift sessions. Over the State there were 33,701 children or 7.18 percent on short-day schedules. As many as 26 counties reported double shifts for approximately 13,000 children, and 19 cities had 15,600 children on the 2-shift plan. During the previous year, 1951-52, a larger number of children, approximately 2,000 more, had been in double shift situations. Hence, the 0.6 percent drop in 1952-53 was not a very significant one. More teachers and school facilities were a "must" to secure a good school learning environment for children.

Children in the first three grades are the pupils whose education has been more seriously cut. During 1952-53, 26 counties had first grades on double shifts, 22 counties had second grades involved, and 6 reported third grades on the 2-shift plan. Fewer counties reported their fourth, fifth, and sixth grades affected, but the double shift arrangement touches all grades in the elementary schools of the State.

Along with the double shifts for children there were many instances in which teachers were teaching two shifts. At least 17 counties and 10 cities reported teachers had double assignments. One of the first recommendations of the State Department of Education was that a teacher teach only one shift a day. While this requirement reduced the time a teacher was with children to 2½ to 4½ hours it has not meant that the teacher had a shorter day.

The reports of the Division superintendents indicate teachers use the time beyond their hours with the children of their

(Continued on page 27)



Foreign educators examining and using American textbooks.

International Teacher Education Program

DURING the next six months, more than 400 visiting teachers and educators will be observing American school systems and American life in practically every State in the Union. They will share information about their cultures, customs, and history with more than one million Americans.

Wayne University, Iowa State Teachers College, University of Florida, Syracuse University, and Ohio State University, among others, will be hosts to the teachers. Participation in community and campus activities, visits to farms, factories, courts, civic organizations, legislative bodies in session, and to private homes are also an important part of the academic program.

Fifty different nations are represented in this group. The largest single national group of 109 teachers came from Germany. The Smith-Mundt Act, P. L. 402, 80th Congress, and the Fulbright Act, P. L. 584, 79th Congress, provide the grants which make this interchange program possible. Grants to teachers from Finland are provided from the Finnish World War I debt payments made available by P. L. 265, 81st Congress.

How Teachers Are Selected

Teachers and school administrators are nominated by their Ministries of Education with the concurrence of the American Embassy. Final selection of grantees under the Smith-Mundt Act is made by the Department of State upon recommendation of the Office of Education. Those receiving Fulbright travel grants are approved by the Board of Foreign Scholarships, a ten-member board appointed by the President. The visiting teacher program is now in its 11th year during which time a total of 1,400 educators have participated.

Qualifications

Teachers applying for grants are carefully selected. In addition to being a citizen of the country that nominates him, an applicant must present a medical certificate and show evidence



Demonstration of a Brazilian dance by Latin-American teachers.



A Netherlands teacher shows her country's handicraft.



Formosans in native costume and products of their homeland.



Latin-American teachers in their home country costumes.



Educators from Nigeria, South Africa. Note headdress.



Teachers from Burma and Hong Kong.



The Ceylonese group of teachers.



Teachers from Panama in native costume.

of good moral character and suitable personal qualities. Each candidate must be able to read, write, speak, and understand English; be a qualified teacher for at least three years in his own country; and occupy a position which will enable him to utilize in his own country the training he receives in the United States.

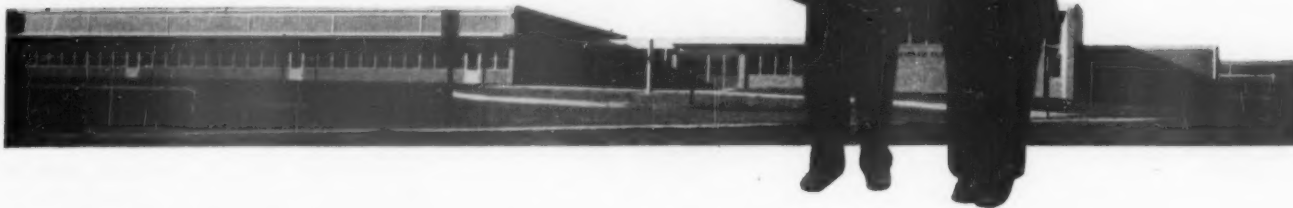
What happens after these teachers visit our schools and communities? At least three-fourths indicate changed attitudes favorable toward the United States; the remaining one-fourth indicate they were already favorably disposed and have had no change of opinion. Some teachers have shown a negative change in attitude on such subjects as racial discrimination, waste of resources, too much freedom of the child, open courting of students, and a diminishing interest in classical education. However, the overall impression is favorable as evidenced by letters received from the teachers after they have returned to their homelands. "... the first goal in American education, namely the demand for good citizenship, an ability to get along with each other, to develop one's own personality, is really more important than teaching of any other subject..." a German teacher writes. "... I found wherever I went constant cordiality, unflinching cooperation, and a desire to make my stay pleasant..." are views expressed by a Cuban teacher.

"The immediate results of teacher interchange and teacher training programs have been most encouraging," reports Thomas E. Cotner, Director, Teacher Programs Branch, Division of International Education, Office of Education. "The long-range beneficial results are yet to be seen and appraised."

During their orientation stay in Washington, D. C., this fall, the foreign educators had opportunity to examine and use textbook material furnished by the American Textbook Publishers Institute. This material has been organized for this purpose by the Division of International Education, Office of Education.

In native costume the teachers also displayed their country's handicraft, money, flags, and other symbols of their cultures. Pictures shown on these pages were taken during the orientation period.

Designing Elementary Classrooms



An approach to the problem of classroom design in relation to the school child and program

THE OFFICE OF EDUCATION has just issued a new publication, *"Designing Elementary Classrooms,"* to help educators and the public in dealing with many problems pertinent to school plant design and construction in this day of peak elementary school enrollments.

The brochure was prepared cooperatively by the School Housing and Elementary Schools Sections of the Office of Education.

Wayne O. Reed, Assistant Commissioner, Division of State and Local School Systems, and E. Glenn Featherston, Director, Administration of State and Local School Systems Branch, Office of Education, agree that "planning the elementary school to meet present and future educational requirements is among the most urgent tasks facing school boards, administrators, teachers, and citizen groups."

Considerable information in the new publication came from teachers, supervisors, principals, and specialists in elementary education. *SCHOOL LIFE* presents a portion of the bulletin content to report what certain teachers said about classrooms. According to teachers' statements, classrooms should be:

1. Healthful and Safe

"... One of my first reactions to working in my present environment was the ease with which the teacher and the children can keep the room neat and attractive. This is due to adequate storage places and easily-reached pinning boards. Then, as time progressed, I could see how truly important in a room are running water, a drinking fountain, and a sink 'to fit the children'

both for convenience and as a time-saving element. Better lighting and glare-proof chalkboards make written work more tension-free for pupils and teachers alike..." *MRS. VERNA LEITH, LeConte Elementary School, Berkeley, Calif.*

"... The Children are inspired to keep themselves and the room clean by having tile flooring and part-glazed tile walls and facilities for hand washing in the rear of the room. Proper ventilation and radiant heating add to the year-round comfort for us..." *MRS. MAURINE MATTHEWS, Lamar Elementary School, Amarillo, Tex.*

"... It means that children will not be groping in a semidark room, unable to do any work at all because the day outside is a dark one, and the room poorly lighted. Children will not be squinting at their tasks and they will not damage their eyes. Our well-lighted room glows on the darkest day with 23 fluorescent lights. A modern room means also that I, as a teacher, may continue the class planning periods because we do not notice outside noises. Our room, equipped as it is, with acoustically treated panels, provides a veritable island of quiet calm in which even the most difficult problem may be efficiently considered by children..." *MARGARET WILSON, Stephen Knight Elementary School, Denver, Colo.*

2. Functionally Designed

"... All books are on low shelves, easily accessible to children. There are also display shelves for books which are helpful to teachers in encouraging children to read.

An adequate number of electrical outlets make it possible for teachers to use tape recorders, opaque projectors, filmstrip machines, and regular motion picture machines in the classroom..." *MRS. J. L. PERKINS, Baton Rouge, La.*

"... Storage space under the back work centers is an ideal place to store building blocks, costumes, paints and other art supplies. Another large storage area is under the ledge along the south wall under the windows. Sliding doors on all storage space keep all items out of sight and protected from the dust. The ledge is used for plants and book displays. Large cabinets at the ends of the cloakroom are ample for storing all of that extra paper, supplies, and equipment as well as the teacher's wraps and personal reference materials. The cloakroom is very handy also. Pigeonholes for each child's belongings are on one side with storage space under the pigeonholes. The other wall is for children's wraps..." *JOSIE SHACKELFORD, Lovington School, Lovington, N. Mex.*

"... One of the most pleasant experiences of my teaching career has been the opportunity of working in a well-equipped modern classroom. This classroom provides the proper lighting, heating, ventilation, rest rooms, and outside entrance with a terrace and flower garden which enable the children to live as a family group. To be able to have the available space to work in groups, construct, store materials, display work, arrange furniture for democratic living, and give individual guidance with-

out disturbing others has been the fulfilling of a life-long dream . . ." Mrs. LUCILLE STEVENS, *Willowbrook School, Oak Ridge, Tenn.*

3. Flexible

" . . . Working in this classroom is a real opportunity. In addition to the large floor area there is good light, ready access to the outside, acoustic plaster, and a warm, smooth floor. This kind of housing contributes to a good educational program rather than limits it. The same may be said of furniture that can be easily moved and used for multiple purposes, for the storage space accessible to the children, for the ample provision for wraps, and for the sink and drinking fountain. The freedom and flexibility in activity that we know children need are not only possible but easily achieved in this modern well-planned classroom . . ." ERMA BENNETT, *Wasatch School, Provo, Utah.*

" . . . The desks are movable and can be placed in groups for conferences or can be placed against the wall, leaving floor space for folk dances and story circles . . ." Mrs. J. L. PERKINS, *Baton Rouge, La.*

4. Attractive

" . . . Children who enter rooms with lovely color designing, light, and adequate space are generally more enthusiastic children at school. The response is so enthusiastic that one realizes the genuine pleasure they feel just being in such a room during the day. Just as a gloomy, drab room depresses a teacher on a gray winter day, so

are her pupils quite likely to be lethargic and weary of mind. Entering a room with friendly color and brightness is almost certain to help spirits rise and brighten too . . ." THELMA STEINER, *Harmony Elementary School, Milwaukie, Oreg.*

" . . . The modern, efficient design of the room, equipment, and related facilities add much to the program, increase the teacher's efficiency, and thereby contribute significantly to a wider experience and a greater acceptance on the part of the child . . ." Mrs. GERTRUDE KNOTT, *Rollingwood Elementary School, Chevy Chase, Md.*

" . . . Two of the most important essentials of an ideal elementary schoolroom, childlikeness and homelikeness, are undeniably found at Van Buren. There is a conscious adaptation of arrangement, materials, and furnishings to the age level of the group occupying the room. The movable tables and chairs are scaled to size so that feet touch the floor and proper sitting posture is easily achieved. There is a low counter, sink, and drinking fountain in the workroom easily accessible to the children. The adjacent toilet facilities, also scaled to size, add to the homelike atmosphere and eliminate any regimentation of toilet procedure. There has been a conscious building up of the atmosphere which characterizes a beautiful home in the planning of this schoolroom. Space has been provided for outdoor clothing and personal belongings. This space has not been adequate during the winter months since two and sometimes three children must share one space. There

is a sufficient number of low windows so that children are not shut away from the outdoors . . ." HELEN VANN, *Martin Van Buren School, Oklahoma City, Okla.*

" . . . Teaching and living in a room with these facilities is a most delightful experience for children, parents, and teachers. The spaciousness and the beautiful colors provide environment and opportunity for children to live and learn . . ." ELIZABETH MATTHEWS, *Park Road School, Charlotte, N. C.*

5. Economical

" . . . The floor covering is both attractive and utilitarian. Spills on these highly waxed floors are not catastrophes because they clean easily and quickly. With their high polish and cleanliness, floors become excellent work space for large projects without the fear of soiling clothing. . ." THELMA STEINER, *Harmony Elementary School, Milwaukie, Oreg.*

" . . . Ceiling height has been reduced to give a sense of proportion to the occupants of the room . . ." ALBERT P. MATHERS, *Superintendent of Schools, New Canaan, Conn.*

" . . . Bilateral lighting makes a light, bright room. The latest in lighting provides more than adequately for the darkest day . . ." INEZ WHITNEY, *McKinley Elementary School, Arlington, Va.*

" . . . The teacher has a built-in desk with adequate drawer space. The open shelves and a closet provide ample room for professional materials. Bilateral lighting gives an even and adequate distribution of light for each child . . ." MARGUERITE RANKIN, *McKinley Elementary School, Arlington, Va.*

The children and young people are the greatest asset in any country. In fact, the future of this country will be in their hands. Their standing as American citizens will be in part determined by the educational opportunities provided for them. Good classrooms are economical in that they provide favorable learning situations. Pupils and teachers are encouraged by a functional, safe, and attractive environment. America can afford to buy good school facilities. It is a safe and sane investment in the future of this country.

(Continued on page 30)



Northside School, Levittown, Long Island, N. Y. Photo by Sigurd Fischer.



For Better Schools in Our

Much Has Been Done—

The Job Ahead Is One for

"School Bells Are Ringing for More Children Than Ever Before!" "She's Giving The Best Years of Her Life—To Your Children!" These are captions to some of the advertisements in the 1953-54 nationwide Better Schools Campaign conducted by The Advertising Council.

The Council is a nonprofit, public-service organization of the advertising industry. It draws on the best talent of the advertising world and enlists the free support of all channels of public information to promote programs that contribute to the national welfare.

Cooperating with the Council in the Better Schools Campaign is the National Citizens Commission for the Public Schools, another nonprofit organization. The Commission was founded in 1949 by a group of prominent laymen representing business, law, and labor, from all sections of the country, who were convinced of the urgent need for widespread understanding of American education's problems, and improvement of our public schools.

The Council and the Commission work closely in this campaign with the Office of Education, which first asked the Advertising Council in 1947 to help arouse public interest in problems facing the schools. Advertising materials on the campaign are prepared by the volunteer agency, Benton and Bowles, Inc., and issued to the Council as a public service. Space and time are given by advertisers who agree to sponsor the ads.

Among media services used in the campaign are newspaper and house organ publishers, transportation and outdoor advertising agencies, radio and television advertisers, and individual radio and television stations. These are utilized in placing advertisements urging citizens to help solve their school problems and in suggesting that letters be written to the Commission for advice and assistance. Many of the media agencies sponsor advertisements themselves as public-service projects.

Promotion kits adapted to the various media are sent to newspapers, national magazines, radio and television stations, and civic organizations. This year's kit for newspapers contains 12 advertisements and symbols. Other kits furnish graphic designs suitable for posters, car cards, or outdoor advertising; television materials,

with films, slides, fact sheet, etc.; radio fact sheets and spot announcements; and other such materials.

Businesses are invited to run the advertisements "as is" or to use them as a basis for preparing their own material. Civic organizations and citizen groups are encouraged to do likewise—and thereby join in the program for better schools. It is estimated that, in each of the past four years, the Council has secured several million dollars' worth of advertising for the Better Schools Campaign.

Evidences of Success

Since the purpose of the campaign is to arouse the American people to the needs of their local schools, its success may well be measured in terms of increased public interest. Here is some of the evidence:

1. School bond issues and millage campaigns are notably more successful than ever before. The kits of newspaper advertisements, with free mats available from the Council, have been helpful in the passage of hundreds of bond issues.

2. Eight thousand communities now have committees or commissions of lay citizens, representing all segments of the community, working with their school boards and administrators on educational problems. In 1950, fewer than 1,000 such groups were known to the National Citizens Commission. About half of the committee members are men.

3. More of the great national organizations—business, labor, farm, civic, fraternal, professional, religious, veteran, and other—have live education departments and programs.

4. National magazines published more articles on public schools (222) last year than ever before.

5. Every second person who writes the Commission for assistance got the address through some news or advertising medium.

6. The symbols and slogans of the campaign are being used by citizens' committees and commercial concerns on postage meters, shopping bags, license plates, auto stickers, stationery, brochures, and in dozens of other adapted ways.

ur Nation

for All of Us



7. Hundreds of correspondents who write the Commission about the campaign are put in touch with State and local groups which can be of direct help and with whom they can work for a common goal.

8. With the emphasis on more active interest and participation in public schools, school groups—PTA's and Home and School Associations—have twice as many members as they had in 1946, and a 60 percent rise in their male membership.

9. Some 900 newspapers had agreed to run one of the Better School advertisements on September 8 of this year.

10. About 87,000 car-card spaces on buses, trains, street cars, and subways were made available to the Council by the transportation advertising industry in August.

11. Some 7,500 Better School outdoor posters have been put up.

12. All radio stations receive the Council's *Radio Fact Sheet* and spot announcements on the campaign. It is estimated that 25,000 local programs were broadcast in 1 year. In 1 week of 1952 there were an estimated 14,398,000 home impressions made through the Better School television program. A home impression is the number of sets in use during the announcement multiplied by the number of announcements made. It is 1 message heard once in 1 television home.

There Is Work To Be Done

The American people can be proud of their accomplishments in public education. But the job ahead is one of staggering proportions. This year the schools opened their doors to the largest crop of pupils in history—about 2 million more than last year. More than 34 million youth are enrolled in schools this year, an all-time record. And it is estimated that by 1960 there will be 42 million.

The taxpayers have been making a real effort to keep up with the rapidly increasing needs of the schools. They spent \$7.5 billion last year on public schools—\$500 million more than the year before. In 1952-53 American communities built 50,000 new

classrooms—another all-time record. Teachers' salaries were raised from an average of \$3,160 to \$3,400 last year.

But, in spite of all that has been done, the public schools of America face bigger problems than ever before, and the crisis is growing worse.

One of their most urgent needs is certainly the building program. This fall the United States is short 345 thousand public elementary and secondary classrooms. And many of those in use are not adequate. In school plants that are officially classified as "satisfactory" and "fair", 3 out of every 5 are overcrowded. One out of every five pupils is going to school this fall in a schoolhouse which does not meet minimum fire safety conditions.

Another challenging problem is the shortage of teachers. The elementary schools alone need 72,000 more teachers than they had last year. Until the teacher-training program is stepped up, only 2 alternatives are available and neither is good. Either teachers must be brought into the schools who are not qualified, or further over-crowding of the classrooms must be permitted.

Here is an opportunity for every citizen to do an urgently needed job. By taking an active interest in his local schools, he can help to make sure that his community provides an adequate school budget and gets the best for the money it spends.

The National Citizens Commission for the Public Schools is ready to help any community stimulate interest in constructive action for better schools. Tools and know-how are available for the asking. Community groups that want guidance on problems such as teacher shortage, getting better school board members, school finances, buildings, and instructional materials, should write to the Commission's office at 2 West 45th Street, New York 36, N. Y.

Free mats for all the advertisements and radio and television material in the Better Schools Campaign will be sent on request by The Advertising Council, Inc., 25 West 45th Street, New York 36, N. Y.

Let's all enlist in the Better Schools Campaign and work for the future of our country—our Nation's boys and girls and their essential education.

Mathematics a Key to Manpower

Kenneth E. Brown, Specialist for Mathematics

What is the outlook for able youth to fill the scientific demands of our Nation? The prospect is for a critical shortage in the face of increased demands.

In 1950 the number of engineers graduated in the U. S. S. R. was 28,000, and in 1953 the number had increased to 33,000. It is estimated that the number of engineering graduates in 1955 will be 50,000. Similar increases are reported in the supply of other specialized personnel, and there is evidence that the supply may be rapidly increased. What is the prospect in the United States? It is not the same.

Output of Scientific Personnel Decreasing

While the number of graduates from engineering colleges in the U. S. S. R. increased from 28,000 to 33,000, the number in the United States decreased during this period (1950-53) from 53,000 to 25,000. The estimated number of graduates in 1955 for the United States is 23,000, while in the U. S. S. R. the number is 50,000. The number of graduates of technical institutes in the United States in 1952 was approximately 1,100, but for the same year in the U. S. S. R. the number was 60,000. The annual output of scientific personnel in the United States is decreasing, while in the U. S. S. R. it is rapidly increasing.

Shortage To Continue

There is a lack of scientific personnel in the United States, and the demand for their services is rising. If the advances in medicine, the humanities, and the sciences are to continue at the present rapid rate, the supply of specialists must expand. The Office of Defense Mobilization in the Defense Manpower Policy No. 8 states "the demand (for specialized personnel) is rising rapidly and will continue at a high level indefinitely." Engineers and scientists are not available to meet even the present demand.

Number of Students Being Trained

The number of college students in the U. S. S. R. increased from 670,000 in 1946 to 1,400,000 in 1952, while in the United States during the same period the number was only slightly increased from 2,078,000

to 2,150,000. The number of students in technical institutes with 4-year curricula in the U. S. S. R. in 1952 was approximately 250,000, and in the United States for the same year the number of students in technical institutes, most of which have 2-year curricula, was only 46,417. Thus the U. S. S. R. had five times as many students as the United States in technical institutes, and in most cases the students were pursuing more extensive curricula.

In engineering colleges U. S. S. R. leads with enrollments of 266,000 students in 1952 compared to 156,000 for the United States. Evidence indicates that while the U. S. S. R. is rapidly expanding the training of specialized personnel, the college enrollments in the United States are not enough to meet our immediate future needs.

The Office of Defense Mobilization reports that the number of persons completing scientific training is declining and will continue to decline through 1954. They warn that "it will be very difficult, or impossible, to obtain a supply of specialized personnel equal to the expanded demand."

Mathematics Training Needed in High School

Technically trained men and women are needed to increase our standard of living in times of peace and safeguard our republic

in times of war. Mathematics is the language of these scientific workers. If our supply of specialized personnel is to meet the Nation's demands, more able pupils must receive training in mathematics. The mathematics preparation of scientific personnel should begin before they reach college.

A look at the present high school enrollments in mathematics is not encouraging. Plane geometry is one of the high school subjects normally required for college entrance and as a prerequisite to mathematics or scientific training. A recent study¹ of mathematics education in the high schools showed that the number of pupils taking this subject is less each year. In 1934 there were 767,171 pupils enrolled in plane geometry in the high school, in 1949 the enrollment was 693,230 and in 1953 only 659,300. The total number of pupils in high school is increasing, but the enrollment in geometry is decreasing.

Our Nation needs more and more persons trained in basic mathematical understandings. The high school enrollments indicate that this is not taking place. Even in algebra—the mathematics that is basic to an

¹ Mathematics in Public High Schools, by Kenneth E. Brown. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price 20 cents.

Number and percentage of pupils in mathematics in the last 4 years of public secondary day schools, 1889-90 to 1952-53

Year	Algebra		Geometry		Trigonometry	
	Number	Percent	Number	Percent	Number	Percent
1890 ¹	92,150	45.4	43,294	21.3		
1900	292,287	56.3	142,235	27.4	9,915	1.9
1910	420,207	56.9	228,170	30.9	13,812	1.9
1915	569,215	48.8	309,383	26.5	17,220	1.5
1922	865,515	40.2	488,825	22.7	32,930	1.5
1928	1,020,323	35.2	573,668	19.8	36,855	1.3
1934	1,367,210	30.4	767,171	17.1	59,858	1.3
1949	1,448,966	26.8	693,230	12.8	108,551	2.0
1953 ²	1,475,900	24.6	659,300	11.6	107,000	1.9

¹ Biennial Survey of Education in the United States, 1948-50, Chapter 5, page 107, U. S. Office of Education, Washington, D. C.

² Estimate based on this study.

elementary consideration of quantity in any field of knowledge—the percent of pupils enrolled is smaller each year. In 1934, 30.4 percent of the high school pupils were enrolled in algebra. In 1949 there were 26.8 percent and in 1953 approximately 24.6 percent.

The number of pupils enrolled in mathematics decreases from grade to grade in high school. Data for the school year 1952–53 from 857 randomly selected high schools indicated that the number of pupils in 10th grade mathematics was equal to 34 percent of the number of pupils in that grade, while in the 11th grade it was 23 percent and in the 12th grade only 10 percent.

The need for pupils trained in mathematics—a language of modern civilization—stands out in bold relief. The enrollments in mathematics are not meeting the demand. Yet the survival of our democratic way of life may depend on our increase of technically trained personnel. The battle for the freedoms we so fondly cherish may be lost in the classroom.

Can the Manpower Supply Be Increased?

Is there no hope? The answer is there is hope if we take proper action. Capable pupils can be motivated and guided into courses that will develop their potential in mathematics. Teaching content and procedures can be improved. Many groups of teachers are restudying the mathematics curriculum, re-evaluating their teaching procedures in an attempt to stimulate more effective learning.

The interest of teachers in providing better instruction for the talented pupil was recognized in a conference held at the U. S. Office of Education, November 13–15, 1952. A group of more than 100 educators, including leaders in Government and industry, pooled their ideas of ways of identifying and providing for the student with potential in science and mathematics. Their suggestions are contained in a pamphlet which is available from the Government Printing Office.²

Class size can be reduced to permit more individualized instruction. A recent survey showed one geographic region in the

United States with 50 percent of the mathematics classes with enrollments above 30 and many classes with 45 to 50 pupils. Teacher help to individual pupils is difficult under such conditions. We should make a special effort to provide better opportunities for the individual pupil in our schools, and, through proper guidance, prepare him to be of maximum worth to himself and society.

There is another potential source of specialized personnel that needs to be considered. For every person who graduates from college, there is a capable high school graduate who failed to even enter college. This large pool containing many potential scientists and engineers needs to be tapped. Why do these capable youth fail to go to college? Studies indicate that the foremost reason for the failure of these youth to attend college is lack of money. Another significant reason is a failure to appreciate the value of a college education. We spend millions of dollars to develop the natural resources of our Nation and at the same time fail to develop a large part of our human resources. Capable pupils who need financial assistance should be provided with scholarships. Plans should be developed to provide aid for pupils with ability. Large sums of money are readily spent to provide stockpiles of defense materials, but we are reluctant to spend a little to increase our supply of the most vital instrument of defense—scientific personnel. Is it not time to conserve our human resources and develop our capable youth?

Our supply of scientists, mathematicians, and other specialized personnel can be increased by:

1. More effective motivation and guidance in the study of mathematics in the high school.
2. The cooperation of education and industry in providing in-service training programs in which mathematics offerings can be designed that will make mathematics more meaningful and functional to the pupil
3. The provision of scholarships for any pupils who should have a college education and who need financial support.

Our supply of engineers and scientists already is getting dangerously low. There is no prospect for a rapid increase in the near future if the present trends continue.

With the cooperation of industry, education, and the public, the trends can be changed, but the time for action is now.

Double Shifts—

(Continued from page 19)

own group for such things as working with other children in art, music, playground, or visual education activities. The teacher may also have conferences with parents, visit homes, help in work groups with principal and supervisor or use the time for planning the work with her children. A double shift situation means that since the teacher will have less time to work with her children, she must do a careful job of getting ready for each day.

The double shift situation usually cuts down on the time a child spends in school reducing it to a 2½ to 4½ hour day. Since the regular school day, as set up by school law in Virginia is a 5 to 6½ hour session, the children are now attending school approximately one-half to one-third less time than the children in areas free of crowding.

Not only are children being deprived of their educational opportunities, the teachers, too, are overloaded with larger classes. The supervision of children's homework, which is often a means of covering more material than is possible in the limited time children are at school, is another factor adding to their classroom duties.

The chief value of the 3-year study Virginia is making of crowded conditions and the impact on children and teachers is to provide evidence on the extent their situation has shown any improvement. The facts now available indicate that conditions are becoming more acute. The State Department of Education has shown foresight in making this survey. They will have a strong case for adequate support for the schools on grounds that basic education be given to the thousands of elementary children now enrolled and a realistic approach be made to the retention of teachers.

It is possible that other States have made studies of the double shift situation in their schools. Information concerning these findings or related ones is invited for SCHOOL LIFE, in connection with a project of the Elementary Schools Section, Office of Education.

² Education for the Talented in Mathematics and Science, Bulletin 1952, No. 15. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., Price 15 cents.

German Teachers Observe American Teaching Methods

A GERMAN TEACHER, after spending several months in the United States as a participant in the Educational Exchange Program of the Department of State, wrote these words:

"I should like to express how grateful and indebted I feel towards the U. S. Government for having organized this program, and for every help, generosity, and hospitality offered in this country. I shall return to Germany with the feeling that my experiences are worth more than 5 years of intensive book studying, and am besides convinced that I have a mission to do in Germany for America and for human understanding."

This teacher, 1 of a total of 403 who have come to our country under the German Teacher Education program, has learned much from her visits to American schools and universities and in her observations of educational methods that will not soon be forgotten.

This year's group of German teachers arrived in September, spent time in Washington, D. C., for orientation classes and a visit to Arlington County, Va., schools. Early in October they left in groups of 15 to 20 for 4-month stays at several universities—including the University of Illinois, University of Kentucky, University of Cincinnati, State College of Washington, Southwest Texas State Teachers College, and Oregon State College.

Later they will spend some time in various State departments of education and a month or so in local communities. They return to Germany on April 17, 1954.

Kenneth A. Bateman, Director of the German Teacher Education Program for the Office of Education, recently announced that last year's group of 111 German teachers were entertained in 4,933 American homes. They were welcomed by 140 different organizations and institutions. They made addresses to most of these organizations.

Nomination of candidates for participation in this program are made by staff members of the several American Consulates General in Germany and the Office of the High Commissioner for Germany. Final selections are made by the International Educational Exchange Service of the Department of State.

(Continued on page 30)

Leaving for Arlington, Va., Schools.



Johann P. Feicht asks first grade pupils about school lunches.



Roswitha M. Cramer visits a junior high school class with student guide.



Gretel Kamb talks with boys in a high school mechanical drawing class.

Three German teachers near the Capitol with Kenneth A. Bateman, German Teacher Program Director.



Two teachers from Germany discuss classroom use of a nature atlas.

Education and the Eighty-Third Congress

First Session

By Ward W. Keesecker, Specialist in School Legislation

The importance which the Federal Government attaches to matters relating to education is always of nationwide interest and concern. Below is a résumé of the Acts of the Eighty-third Congress, First Session, which relate to some phase of education. These Acts are presented in the order in which they were passed and approved by the President.

Department of Health, Education, and Welfare

The most significant Federal development of the current year affecting education at the Federal level, which won the approval of Congress, was the creation of a new Department of Health, Education, and Welfare with Cabinet status.

On March 12 President Eisenhower transmitted to the Congress Reorganization Plan No. 1, 1953, prepared in accordance with the provisions of the Reorganization Act of 1949, as amended. The President's transmittal message declared:

"The purpose of this plan is to improve the administration of the vital health, education, and social-security functions now . . . carried on in the Federal Security Agency by giving them departmental rank. Such action is demanded by the importance and magnitude of these functions, which affect the well-being of millions of our citizens. . . ."

"There should be an unremitting effort to improve those health, education and social-security programs which have proved their value. . . ."

"But good intentions are not enough; all such programs depend for their success upon efficient, responsible administration. . . . Now the establishment of a new Department provided for in Plan No. 1 of 1953 will give the needed additional assurance that these matters will receive the full consideration they deserve in the whole operation of the Government."

The President's Reorganization Plan stipulated that: "There is hereby estab-

lished an Executive Department, which shall be known as the Department of Health, Education, and Welfare. . . . There shall be at the head of the Department a Secretary of the Department of Health, Education, and Welfare . . . who shall be appointed by the President. . . . The Department shall be administered under the supervision and direction of the Secretary." By this Plan all functions of the Federal Security Agency, including those relating to education, were transferred to the new Department.

Public Law 13 (approved April 1, 1953).—By this Act Congress approved House Joint Resolution 223 which stipulated that Reorganization Plan No. 1 of March 12, 1953, aforementioned, "shall take effect 10 days after the date of the enactment of this joint resolution, and its approval by the President."

Federal Indian School Lands

Public Law 47 (approved June 4, 1953).—This act authorized the Secretary of the Interior to convey certain Indian school properties no longer needed for school purposes to State or local school districts or public agencies. Any conveyance prescribed or approved by the Secretary of the Interior shall require the property to be used for school or other public purpose and shall require the property to be available to Indians and non-Indians on the same terms, unless otherwise approved by the Secretary of the Interior.

Flag Display Regulation

Public Law 107 (approved July 9, 1953).—This act is of especial interest to public school officials and teachers. The Flag Code approved June 22, 1942, as amended (36 U. S. C., Sec. 175 (c)), was amended by adding at the end thereof the following new sentence: "No person shall display the flag of the United Nations or any other national or international flag equal, above, or in a position of superior

prominence or honor to, or in place of, the flag of the United States at any place within the United States or any Territory or possession thereof: *Provided*, That nothing in this section shall make unlawful the continuance of the practice heretofore followed of displaying the flag of the United Nations in a position of superior prominence or honor, and other national flags in position of equal prominence or honor, with that of the flag of the United States at the headquarters of the United Nations."

Commission on Intergovernmental Relations

Public Law 109 (approved July 10, 1953).—This act created a Commission on Intergovernmental Relations consisting of 25 members. The work of this Commission is most likely to include a study of Federal-State educational relations.

The act directs the Commission to study and investigate all of the present activities in which Federal aid is extended to State and local governments, the interrelationships of the financing of this aid, and the sources of the financing of governmental programs; and to determine and report (1) whether there is justification for Federal aid in the various fields in which Federal aid is extended; (2) whether there are other fields in which Federal aid should be extended; (3) whether Federal control with respect to these activities should be limited, and, if so, to what extent, and (4) whether Federal aid should be limited to cases of need, and all other matters incident to such Federal aid, including the ability of the Federal Government and the States to finance activities of this nature.

The Commission is authorized to make such reports as the President may request from time to time or as the Commission deems appropriate, and it is directed to submit its final report, including recommendations for legislative action, not later than March 1, 1954, to the President for transmittal to the Congress.

Postal Rates on Films and Related Materials for Educational Purposes

Public Law 141 (approved July 20, 1953).—This act provided that the postal rates provided for books "may apply to 15-millimeter films, filmstrips, projected transparencies and slides, microfilms, sound recordings, and catalogues of such materials when sent to or from (A) schools, colleges, universities, or public libraries, and (B) religious, educational, scientific, philanthropic, agricultural, labor, veterans', or fraternal organizations or associations, not organized for profit and none of the net income of which inures to the benefit of any private stockholder or individual," when sent through the mails, except when sent to commercial theaters.

Exchange of Federal Land for School Purpose

Public Law 167 (approved July 31, 1953).—This act authorized the Secretary of the Interior to convey not more than 20 acres of land in Gettysburg National Military Park to the State of Pennsylvania for public-school purposes, and to receive in exchange non-Federal land of approximately equal value, which land shall become a part of said Park.

American University

Public Law 183 (approved August 1, 1953).—This act amended the Act of 1893 incorporating the American University by providing that (1) no person shall be elected to the board of trustees of the University unless such person has been approved by the Board of Education of the Methodist Church; (2) all property, both real and personal, of the University shall be held in perpetuity for educational purposes under the auspices of the Methodist Church; and (3) the board of trustees of the University shall not propose any amendment by the Congress to this act unless the proposal has been previously approved by the Board of Education of the Methodist Church. This act also provided that upon violation by the corporation or the board of trustees of any of these provisions, all rights, title, and interest of the corporation in and to all property, both real and personal, of the corporation shall vest in the board of education of the Methodist Church, a corporation organized under the laws of the State of Tennessee, or its successor.

Federal Assistance to School Districts Affected by Federal Activities

The Eighty-Third Congress by two acts, Public Laws 246 and 248, amended companion Laws Public Law 815 and 874 of the Eighty-First Congress, 1950. These new enactments are designed to improve the Federal assistance programs for school districts affected by Federal activities.

School Buildings (Public Law 246, approved August 8, 1953).—This act added Titles III and IV to Public Law 815 to provide "assistance for the construction of urgently needed minimum school facilities in school districts which since the school year 1951-52 have had substantial increase in school membership as a result of new or increased Federal activities." Among the principal provisions of the new law are:

The authorization of the Commissioner of Education to provide assistance to local school agencies not heretofore eligible for assistance under Public Law 815 such necessary aid as will enable them to provide minimum school facilities "upon such terms and such amounts (subject to provisions of this act) as the Commissioner may consider to be in the public interest"; and authorized an appropriation of \$20,000,000 for this purpose. This provision applies principally to districts enrolling large numbers of Indian children living on tax exempt Indian lands. (Initial appropriation for this purpose contained in final Supplemental Appropriation is \$8,000,000.)

There was also authorized an appropriation of \$55,000,000 for the fiscal year ending June 30, 1954, to pay outstanding entitlements to local educational agencies for new school construction or for reimbursements of contracts made after September 30, 1950. The maximum payments therefor to local agencies is to be computed on the basis of average per pupil cost of constructing "minimum" (rather than complete) school facilities.

Maintenance and Operation (Public Law 248, approved August 8, 1953).—This act amended Public Law 874 (Eighty-First Congress) providing maintenance and operation assistance to school districts affected by Federal activities. Among the principal changes made in Public Law 874 are:

(1) Extended Public Law 874 for 2 years from July 1, 1953.

(2) Provided for assistance on the basis of average daily attendance during the preceding, instead of the current, fiscal year;

that parents' employment on Federal property be within reasonable commuting distance, or that children's parents be on active duty in the uniformed services.

(3) Provides for increased payments to an amount necessary to provide a level of education equal to that in comparable districts.

(4) Provides for a *minimum* Federal contribution rate to local districts for each Federally-connected child equal to 50 percent of the total per capita cost for educating all children in the State.

(5) Limited the Commissioner's discretion with respect to providing education by requiring that he deal only with appropriate local agency or Federal Department. Previously, where he considered local educational agency unable to provide suitable free public education he could make such arrangements therefor as he deemed necessary.

German Teachers

(Continued from page 28)

As Mr. Bateman points out, this program works both ways in creating mutual understanding between the citizens of our country and those of Germany. Bearing out this conclusion, one superintendent wrote of one German teacher "Mr. ——— has been an inspiration to our entire teaching staff and every child who has come in contact with him. I know that we have profited much by this experience and know that Mr. ——— will have secured a better understanding of our American way of life and the democratic principles of teaching. In addition to his fine educational philosophy, I have found him delightful company and through him have gained an appreciation of Germany's problems today."

Designing Classrooms

(Continued from page 23)

Designing Elementary Classrooms contains information about predesign planning steps, the points upon which good classroom design is based, designing the classroom from educational specifications, and the reactions of teachers to a good classroom environment.

The publication was prepared by James L. Taylor, Jack D. Herrington, Helen K. Mackintosh, Wilhelmina Hill, and other Office of Education staff members. Copies should be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price 35 cents.

The Navy's Literacy Training Program

by R. M. Foster and J. F. Ballard

THE ARMED FORCES today are faced with the problem of using personnel who do not possess functional literacy.¹ As increasing demands are placed on the nation's available manpower, the military services must share the personnel pool with other essential activities requiring manpower. The purpose of this article is to tell briefly the story of the Navy's program for training the functional illiterate.

A series of articles appearing in previous issues of *SCHOOL LIFE* has presented the problem of functional illiteracy in terms of the extent (91½ million), its cost in usable manpower, and its challenge to the nation. When these illiterates are recruited into the Navy, part of their service time must be used to teach them "to read and understand simple instructions and to absorb military training." The realities of naval service demand this training in the Navy's self interest. While illiterates are at a disadvantage in civilian life, they may be a distinct hazard in a military situation. A man aboard ship who cannot read instructions and understand simple orders may endanger not only his own life, but the lives of his shipmates. The Navy must, therefore, conduct literacy training so long as illiterates are recruited into the naval service.

The problem for the Navy is not a new one. During the latter stages of World War II, the Navy found herself forced to accept enlisted men who were functionally illiterate. Some way had to be found to use the manpower which was available and a training program seemed to be the answer. As it turned out, the experience gained during World War II was to prove useful at a later date.

In 1951, the Office of the Secretary of Defense developed a plan whereby all of the Armed Forces would accept their proportionate share of the manpower pool based upon several intellectual levels or profiles. This is known in the Navy as the Profile Recruiting Plan.

The Navy set about to develop a training program for those whose literacy level required improvement. At the outset, it was apparent that this special literacy training must precede the regular indoctrination period of recruit training. Otherwise, many would fail in regular recruit training. It had to be a program which would prepare the man to absorb the military subjects inherent in the indoctrination process—a kind of recruit preparatory training. At the same time, the program had to be one which would permit integration of military subjects with instruction in reading in order that maximum use could be made of the services of the individual in the shortest possible time. By directive, a maximum of 13 weeks was made available for this preparatory process.

Because illiteracy is not confined to any one region of the United States, and since funds for travel expenses are limited, special literacy training units have been established at each of the Navy's Training Centers: Bainbridge, Md., Great Lakes, Ill., and San Diego, Calif. They are officially designated as Recruit Preparatory Training Units and are operated under the control of the Recruit Training Commands at the three training centers.

Literacy training is an official, full-time program for those selected for it. Integration of military training and literacy training is accomplished by the use of reading materials built around Navy situations. Each trainee progresses at his own rate and is transferred to regular recruit training when his achievement warrants it. Average time spent in preparatory training is between 7 and 8 weeks. Classes are kept small (average size: 10-15 trainees) and

instructors, for the most part, are carefully selected chief petty officers. The instructional staff is composed entirely of volunteers, who receive a basic course in instructor-training prior to assignment. Supervisors have educational backgrounds and work experience in similar programs such as remedial reading, adult education, elementary school work and psychology. Despite the fact that literacy training is a new kind of teaching situation for most of the instructors, they all possess one important asset—their knowledge of the Navy gained through years of service and their experience in petty officer leadership. These instructors counsel and guide, as well as teach reading, writing and arithmetic, never forgetting that the real goal is to develop useful sailors from the men in this illiterate group.

The materials used in this program are many and varied. The Navy Life Series, developed during World War II, is the basic guide for instruction in reading. This series consists of readers, workbooks and instructors' guides. These materials are built around a naval theme, describing life at sea and in other typical Navy situations. They use a Navy theme for motivation in much the same way as the Home and Family Life Series,² and others, have used family life, civilian work, etc., to arouse interest. In addition, material available from the United States Armed Forces Institute, and commercial sources, such as the *Reader's Digest* "Reading Skill Builders", are used. Many aids to teaching the basic subjects are prepared locally by the instructional staff. These include, for example,

² Published by Educator's Washington Dispatch, New London, Conn., and Washington 6, D. C.

Mr. Foster and Mr. Ballard are civilian employees of the Training Division, Bureau of Naval Personnel. Their article very appropriately follows the series on literacy education that appeared in SCHOOL LIFE during the past year. This series is now available under one "R-print" cover from the Superintendent of Documents, Washington 25, D. C., price 15 cents. The views expressed are those of Mr. Foster and Mr. Ballard and are not necessarily those of the Department of the Navy.

¹ Functional literacy, as used throughout this article, means a level of achievement in reading comparable to successful completion of the fourth grade.

flash cards, ship models or mockups, posters showing typical safety signs found aboard ship, scrambled sentences and maps.

What is the background of the men who are receiving this training? Geographically, they come from all parts of the country: large cities, rural areas, and small towns. All of the trainees have had some degree of formal schooling. Most of those in the program have attended school for more than 4 years and a good many of them have spent some time in junior high school. However, they do not possess fifth grade reading ability when measured with standardized tests. Some never had the skill and others have lost it through disuse.

Nearly all of the men now coming into the Navy are capable of learning to read once they have been motivated to learn. Perhaps the greatest motivating factor is their desire to become good sailors. As soon as the instructor shows them how reading skill is related to that goal, their learning "block" is removed and the rest of the task is comparatively easy. These

men are more likely to have personal problem "worries", etc., which interfere with learning, than the literate recruit. One source of concern is their uncertainty about what lies ahead for them in the naval service. Usually, the instructor, with his knowledge of Navy life, can answer their questions and, thus, remove problems of this kind from their minds so that they can get down to the business of learning to read.

What are the main results obtained in the program thus far? Improvement in reading achievement shows an average increase of approximately one grade, in an average time of 8 weeks. Recruits who complete recruit preparatory training successfully finish regular recruit training with equal success. Studies of their service aboard ship are in progress, but conclusive results are not available at this time.

In surveying the operation of the program to date, the writers believe it has been worth while to the Navy and of great benefit to the individuals concerned. A summary of the key factors in the success of the pro-

gram is given below:

1. In planning the program, the Navy was able to draw upon civilian school experience in similar programs and to draw upon its own World War II experience.
2. Supervisors had experience in similar programs.
3. Instructors were carefully selected chief petty officers who expressed an interest in this type of training.
4. Individuals who believed they could not learn to read because of past failures have experienced early success.
5. The men possessed a desire to become useful sailors.
6. Literacy training was integrated with military factors.
7. Classes were kept small.
8. Trainees spent their full time in recruit preparatory training.
9. Preservice and inservice training programs were conducted for instructors.
10. The relationship between emotional problems and reading ability was recognized.

New Books and Pamphlets

Susan O. Futterer, Associate Librarian, U. S. Department of Health, Education, and Welfare

(Books and pamphlets listed should be ordered from the publishers)

A Bibliography of Reading Lists for Retarded Readers (revised). Compiled by Margaret Keyser Hill. Iowa City, Iowa, State University of Iowa, 1953. 12 p. (State University of Iowa Bulletin, No. 681; College of Education Series, No. 37.) 10 cents.

The Beginnings of Graduate Education in America. By Richard J. Storr. Chicago, The University of Chicago Press, 1953. 195 p. \$5.

The Cultivation of Community Leaders; Up From the Grass Roots. By William W. Biddle. New York, Harper and Brothers, 1953. 203 p. \$3.

Developing Children's Power of Self-Expression Through Writing. New York, Board of Education of the City of New York, 1953. 171 p. Illus. (Curriculum Bulletin, 1952-53 Series, No. 2.)

Emotional Difficulties in Reading. (A Psychological Approach to Study Problems.) By Beulah Kanter Ephron. New York, The Julian Press, Inc., 1953. 289 p. \$5.

A Guide to Improving Instruction in

Industrial Arts. A Revision of Standards of Attainment in Industrial Arts and Improving Instruction in Industrial Arts. Washington, D. C., American Vocational Association, 1953. 119 p. \$1.

How To Become a Better Reader. By Paul Witty. Chicago, Ill., Science Research Associates, Inc., 1953. 304 p. \$4.16 clothbound; \$3.08 paperbound.

How To Improve Classroom Testing. By C. W. Odell. Dubuque, Iowa, Wm. C. Brown Company, 1953. 156 p. Processed. \$3.

How Have Our Schools Developed? Background for Action. New York, National Citizens Commission for the Public Schools, 1953. 56 p. Single copy free from National Citizens Commission for the Public Schools, 2 West 45th St., New York 36, N. Y.

The Introduction of Selected Educational Practices Into Teachers Colleges and Their Laboratory Schools. By Thomas M. Barrington. New York, Bureau of Publications, Teachers College, Columbia University, 1953. 112 p. (Institute of Admin-

istrative Research, Teachers College, Columbia University, Study No. 8.) \$2.10.

Leadership Training in Intergroup Education; Evaluation of Workshops. By Hilda Taba. Washington, American Council on Education, 1953. 243 p. (Studies in Intergroup Relations.) \$2.50.

A Nursery School Handbook for Teachers and Parents. By Marjorie M. Green and Elizabeth L. Woods. Sierra Madre, Calif., The Sierra Madre Community Nursery School Assn., 1953. 135 p. Illus. \$2.

Studying Children and Training Counselors in a Community Program. By Paul H. Bowman, William J. Dieterich, Robert F. DeHaan, and Others. Chicago, University of Chicago Press, 1953. 136 p. (Supplementary Educational Monographs, No. 78.) \$1.50.

Supervision in the Elementary School. By Edwin H. Reeder. Boston, Houghton Mifflin Co., 1953. 386 p. \$4.

Techniques of Curriculum Making in the Chicago Public Schools. By Paul R. Pierce. Chicago, Board of Education, 1953. 47 p. Illus.

EDUCATIONAL AIDS From Your Government

HOW TO ORDER

Free publications listed on this page are available in limited supply only and should be ordered directly from the agency issuing them. Publications to be purchased should be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., unless otherwise indicated.

Edna K. Cave, Reports and Technical Services

Office of Education

- All Children Need Art. By Arne W. Randall. Reprint from *Junior Arts and Activities*, January 1953. Free.
- Current Expenditures Per Pupil in City School Systems, 1951-52. By Lester B. Herlihy. Circular No. 371, July 1953. 25 cents.
- Designing Elementary Classrooms—An Approach to the Problem of Classroom Design in Relation to the School Child and Program. Special publication No. 1, 1953. 35 cents.
- Educational Change in Reorganized School Districts. By C. O. Fitzwater. Bulletin 1953, No. 4. 20 cents.
- List of Instructional Materials for the Supplementary Training of Apprentices and Other "On-the-Job" Trainees. Misc. 3243 (Fifth Complete Revision), September 1953. Free.
- Selected Characteristics of Reorganized School Districts. By C. O. Fitzwater. Bulletin 1953, No. 3. 20 cents.
- The State Department of Education Report. Prepared by Robert F. Will. 1953. Free.

Department of Health, Education, and Welfare

- Health Manpower Source Book—Section 2, Nursing Personnel. Public Health Service Publication No. 263, May 1953. 40 cents.
- Schools of Public Health. Public Health Service Publication No. 276, 1953. 35 cents.

Other Government Agencies

Department of Agriculture

- The Basic Seven, Eat This Way Every Day. A colored poster showing the basic foods which are necessary for good nutrition, size 23.4 x 18.4 inches. 1953. 10 cents.
- Cooperative Business Training for Farm Youth. 20 cents.
- Curing Pork Country Style. Revised 1953. 5 cents.
- Forestry for 4-H Clubs. 1953. 25 cents.
- Lamb and Mutton on the Farm, Slaughter, Curing, Freezing, Canning. Revised 1953. 10 cents.
- Roses for the Home. 1953. 15 cents.
- Sheep Raising on the Farm. 1953. 10 cents.
- Slidefilms of the U. S. Department of Agriculture. Revised 1953. 15 cents.
- Mental Health Implications in Civilian Emergencies. Public Health Service Publication No. 310. 1953. 15 cents.
- Milk and Cream, Definitions and Standards under the Federal Food, Drug, and Cosmetic Act. Food and Drug Administration. 1953. 5 cents.
- Social Workers from Around the World Observe Social Welfare in the United States. Social Security Administration. 1953. 55 cents.

Atomic Energy Commission

- Laboratory Experiments with Radioisotopes for High School Science Demonstrations. August 1953. 25 cents.
- Major Activities in the Atomic Energy Programs, January-June 1953. 30 cents.

Commission of Fine Arts

- Art and Government. Report to the President by the Commission of Fine Arts on the activities of the Federal Government in the field of art. 1953. \$1.

Department of Agriculture

- Proceedings of National Food and Nutrition Institute. 1953. 65 cents.

Department of Defense

- Pocket Guide to Turkey. 1953. 30 cents.

Department of Labor

- The Outlook for Women in Professional Nursing Occupations. Women's Bureau Bulletin No. 203-3, Revised, 1953. 30 cents.
- Women as workers . . . A Statistical Guide. Women's Bureau 1953. 50 cents.
- Women's Bureau Publications in the Field of Employment Outlook for Women. A 1953 list. Leaflet No. 17. Free.

Department of State

- Background—India: A Pattern for Democracy in Asia. 1953. 10 cents.
- Background—Indochina: The War in Viet-Nam, Cambodia, and Laos. 1953. 5 cents.
- Background—Malaya: Trouble Spot in Southeast Asia. 1953. 10 cents.

General Services Administration

- United States Government Organization Manual, 1953-54. National Archives and Records Service, Federal Register Division. \$1.

Government Printing Office

- Helpful Hints on Home Economics—Selected Government Publications on Sewing, Cleaning, Cooking, Canning, and Repairing. A Superintendent of Documents list, 1953. Free.

House of Representatives

- How Our Laws Are Made. States in outline form the various steps in our Federal lawmaking process. House Document No. 210, 1953. 15 cents.
- Permit Communist-Conspirators to be Teachers? House Document No. 213, 1953. 20 cents.

Library of Congress

- Catalog of the Library of Thomas Jefferson—Vol. III. This volume lists and describes some 1,300 books and pamphlets that formed Jefferson's collection on "politics." \$4.75. Vol. I, \$5 a copy, and vol. II, \$3.75 a copy, are still available. Two more volumes will complete the Catalog.

Senate

- Enactment of a Law, Procedure on a Senate Bill. History of the legislative proceedings of Congress in connection with the passage of a Senate bill from its introduction through the various parliamentary stages until its enactment into law. Senate Document No. 55, 1953. 5 cents.
- Our American Government, What Is It? How Does It Function? 291 Questions and Answers. Senate Document No. 52, 1953. 20 cents.



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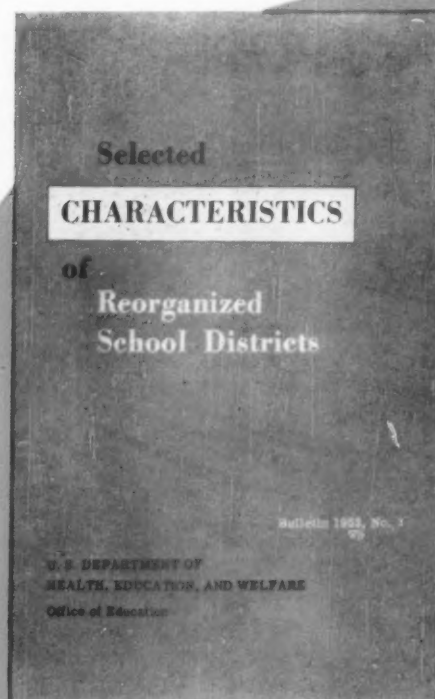
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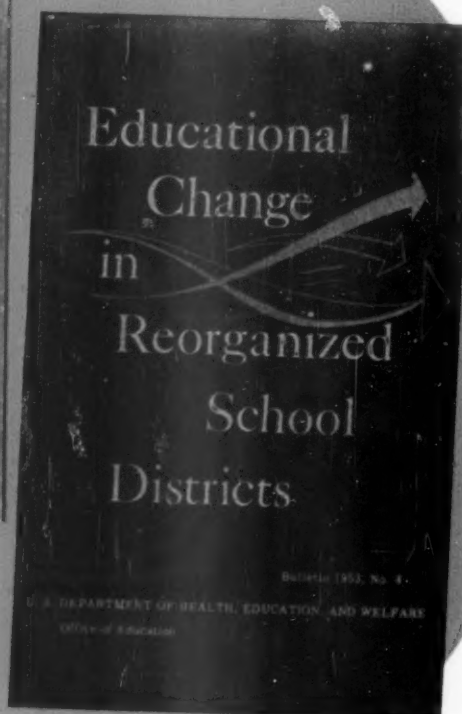
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